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ABSTRACT

In spring 1987, a survey was conducted of individuals who applied for admission at one of the colleges in the San Diego Community College District (SDCCD) and did not subsequently enroll. A sample of 100 applicants was telephoned and the remaining 2,636 applicants received a direct-mail questionnaire. Study findings, based on an overall response rate of 17%, included the following: (1) 26% indicated that financial problems prevented them from enrolling at SDCCD, 15% could not keep their enrollment appointment, and 10% were deterred by long enrollment lines; (2) 76.9% said that they had been treated courteously by admissions staff; (3) 83% felt they had the necessary reading and mathematics skills to enroll in college; (4) 28.3% said that they would not have appreciated a call from the college to provide guidance or answer their questions; (5) 44.7% had applied for college admission for personal enrichment; (6) 48.4% of the respondents were returning students, while 31.2% were first-time students; and (7) 56.6% were employed full-time when they applied. A brief summary of a survey of 45 California community colleges to determine the nature and extent of applicant attrition at other colleges, and the survey instrument are included. (AYC)

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APPLICANT ATTRITION STUDY

Spring, 1987

RESEARCH & PLANNING
San Diego Community College District
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SAN DIEGO COMMUNITY COLLEGE DISTRICT

APPLICANT ATTRITION STUDY

SPRING 1987

INTRODUCTION

The San Diego Community College District is the second largest community college district in California. During the 1986 calendar year, new student applications for the district totaled more than 37,000 and new students who enrolled numbered as high as 25,000. Research shows that almost 25% of new applicants in the Spring 1987 semester did not enroll as of the fifth week of the semester.

The problem of applicant attrition has been of concern to district officials since enrollment began to decline in 1983. For example, the District Retention Committee identified attrition of student applicants as a major concern due to the decline in enrollment from 1981 to 1985. In addition, the District "Success Project," established to improve educational support services for students, included the issue of applicant attrition in several of its discussions. Not only do high attrition rates represent a loss of potential revenue in terms of enrollment, but there is an indirect cost to the district for personnel time processing these applications.

In an effort to learn more about this group of potential students who did not follow through with their plans to enroll, the Research and Planning Office proposed an evaluation of this population early in the Spring 1987 semester. Three objectives were identified for the evaluation:

1. To determine the reasons students did not enroll.
2. To determine the characteristics of students who applied but did not enroll.
3. To identify measures that might be employed to increase enrollment of applicants.

In addition, a telephone survey was conducted of a sample of community colleges in California to determine the status of applicant attrition at other community colleges.

METHODOLOGY

A special survey was conducted of all students who applied and did not enroll Spring 1987 to determine the reasons that the students did not enroll. Components of the questionnaire included campus-related conditions, student-related conditions, the educational goal of the applicant, and demographic data.

There were 2,736 persons who submitted an application to City, Mesa, or Miramar college but were not enrolled in classes for Spring 1987 as of February 21, 1987 (One month after the beginning of the semester). Of that group one hundred names, randomly selected and stratified by campus, were surveyed by telephone. The purpose of the telephone survey was to determine the proportion of students who moved, as well as to probe open-ended responses. Due to limited resources and staff time, the remaining 2,636 applicants received a direct mail survey (See appendix A). A postage-paid return was provided and the students were allowed two weeks to respond. Both groups were asked the same questions.

At the onset, a low response rate was anticipated for the direct-mail questionnaire due to the nature of the population. Since this group of students did not enroll, it was expected that they would be unlikely to return the questionnaire several weeks after the beginning of the semester. Further, the mobility of the Community College student population in general was expected to influence the survey results as well.

A total of 477 students responded to the questionnaire, including direct-mail and telephone surveys, representing a return rate of more than 17%. The table below illustrates the rate of response by campus.

Campus	Total Surveyed	Total Responses	Percent
City	1,125	196	17.4
Mesa	1,205	219	18.2
Miramar	406	62	15.3
TOTALS	2,736	477	17.4

The response to thirty-six variables on the questionnaire were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Comments made by the respondents were recorded individually (see Appendix B).

Telephone surveys were conducted to coincide with the direct-mail survey. At least three attempts were made to contact each applicant on different days including weekends, and at varying times, day and evening. Efforts to contact the students resulted in less than a 50% response rate. Forty-four surveys were successfully completed. Those that did not respond could not be reached at various times of the day, had wrong numbers or disconnected service. The high percentage of students with disconnected service and wrong numbers confirmed the assumption concerning the mobility of this population.

FINDINGS

The responses of the telephone and direct mail questionnaires were analyzed together. A cursory review of the responses of the students that were telephoned showed that there were only minimal differences between the two groups. However, the comments from the students contacted by telephone were considerably more revealing than those responding by mail due to the nature of a telephone survey.

The first question on the questionnaire asked the students to indicate why they did not enroll for classes. There were 17 possible responses and an "other" category with space to write a response. The students were allowed to check as many as were applicable. The summative results to question number one were as follow.

Question 1. Why were you unable to enroll for classes this Spring?

15.9%	Could not keep my enrollment appointment
6.7%	Could not keep my orientation/testing appointment
6.7%	Plan to enroll in a late-starting class
4.2%	Enrollment materials were too confusing
10.7%	Long lines during enrollment
2.5%	Low score on the placement test
3.6%	Uncertainty about chances for success in college classes
3.4%	Parking problems
26.2%	Financial problems
11.5%	Personal problems
5.7%	Transportation problems
7.1%	Child care problems
.6%	Tired of school
8.4%	Class I wanted was not offered (what class?)
9.6%	Could not take the class at the time if was offered
6.1%	Could not get the help I needed (please specify)
11.7%	Enrolled at another college (please specify)
40.0%	Other (please specify)

More than one fourth of the respondents reported financial problems. Their comments, citing difficulty paying tuition and educationally related costs, were repeated often. In addition, 15% stated they could not keep their enrollment appointment and 10.7% reported long lines during enrollment.

Each item will be discussed individually including an analysis by campus.

Could not keep enrollment appointment:

TOTAL	CITY	MESA	MIRAMAR
15.9%	18.4%	13.2%	17.7%

Currently, new students are given an enrollment appointment when they file their application and must return to the college at a later date to enroll in person. New students cannot enroll when they file their application for admission. Students who mail

their application to the college are sent an enrollment appointment in the mail and must also come to the college to enroll. Past research suggests that this two-step process causes problems particularly for students who work and students who have small children. In a report: Evaluation of Mail Registration, continuing students clearly stated that mail registration was a considerable convenience, particularly for the working student and parent. Further, many students indicated that they would not have enrolled if they would have to be on campus to enroll.

Nearly 16% of the student applicants for Spring '87 indicated that they were unable to keep their enrollment appointment. Further, a larger percentage of City College (18.4) and Miramar College (17.7) respondents could not keep their enrollment appointments compared to Mesa College (13.2). A review of the comments suggests several reasons for missed enrollment appointments which further support the inconvenience of the process. For example, several students stated that job requirements prevented them from keeping their appointments. Other students said it was too much trouble for only one class, and two of the students contacted by telephone indicated that they were unaware that they could enroll at any time after their scheduled enrollment appointment. Other comments included:

"Felt the appointment was a great inconvenience and unneeded."

"Too many trips for enrollment."

"Received appointment paperwork one day after scheduled appointment."

"Late in applying. It was my own fault."

Could not keep orientation/testing appointment:

TOTAL	CITY	MESA	MIRAMAR
6.7%	7.7%	6.4%	4.8%

Less than 7% of the respondents indicated that they were unable to keep their orientation and testing appointment. It should be noted that students at Miramar are not

given orientation/testing appointments. They may attend any one of the scheduled sessions. This may account for the slightly lower response by Miramar respondents. Although missed orientation/testing appointment was not a notable issue, elsewhere on the questionnaire a number of students commented that they did not see the need for placement testing. Some students attached a letter to the questionnaire stating their objection to testing. Other comments to this effect included:

"I am only interested in computer classes for enrichment since I have a Masters Degree and did not want to have to go through the entrance testing requirement again."

"I wanted to take a class for my employment. I don't understand the need for placement testing."

The issue of placement testing will need to be addressed further by college administration as new state regulations require placement testing and prerequisites for many more courses beginning in the Fall, 1988.

Plan to enroll in a late-starting class.

TOTAL	CITY	MESA	MIRAMAR
6.7%	10.2%	3.7%	6.5%

Approximately 7% of the respondents reported that they planned to enroll in a class that started later in the semester. This is not surprising since classes begin at varying points throughout the semester. It is interesting to note that a much smaller proportion of Mesa students (3.7%) planned to enroll in late starting classes compared to students at City (10.2%).

Further analysis indicates that the number of students who applied and did not enroll decreased by 375 (13.7%) students from February 21, 1987 to March 17, 1987. This further illustrates the fact that many students apply and enroll for classes that start much later in the semester. Any future analysis of applicant attrition should give careful consideration to this issue.

Enrollment materials were too confusing:

TOTAL	CITY	MESA	MIRAMAR
4.2%	5.6%	2.3%	6.5%

Although not many applicants indicated that the materials were confusing, comments elsewhere in the questionnaire suggest that the process may be too demanding for the "occasional" student. For example, one student commented, "You required too many forms to fill out; too confusing for one course." Another stated: "Enrollment is difficult for those of us just wanting to take classes to enhance our personal knowledge. I wanted an evening class and found enrollment couldn't be done by mail."

Long lines during enrollment:

TOTAL	CITY	MESA	MIRAMAR
10.7%	11.2%	11.9%	4.8%

The response to this item indicates that the students from City College and Mesa College had more problems with long lines during enrollment. This is probably due to the fact that Miramar enrolls a much smaller number of students. Comments from several students indicated that long enrollment lines were particularly a problem a few days prior to the start of classes. Other comments cited "pathetic" and "outrageously" long lines.

Low score on placement test:

TOTAL	CITY	MESA	MIRAMAR
2.5%	3.1%	2.3%	1.6%

Although only twelve respondents reported that low scores on the placement tests prevented them from enrolling, some felt very strongly about having to be tested as previously discussed. The following comment illustrates one student's frustration.

"I took the math and English test requested by your school, and after scoring low, was told I had to take English I. I do admit that spelling is not my strong suit, but it doesn't mean that I can't excel in Black and White Photography. This is the first time in ten years that I have wanted to go to school for anything! I only want to earn a better living not to earn a degree. I work forty hours a week and since you won't take appointments for the counselors, this is one way I could voice my opinion. Thank you for reading this."

Uncertainty about chances for success in college classes:

TOTAL	CITY	MESA	MIRAMAR
3.6%	3.6%	3.2%	4.8%

Overall, few respondents (3.6%) indicated that an uncertainty about chances for success prevented them from enrolling. However, further analysis shows that 10% of the Black respondents indicated uncertainty about chances for success. In addition, previous research indicates a disproportionately larger decline in black student enrollment and attrition in the district for the past several years. The fact that Black respondents felt stronger about uncertainty concerning chances for success may also be a contributing factor to enrollment declines and high attrition rates for black students. Pursuance of this issue is beyond the scope of this report, however it should be considered for future analysis.

Parking problems:

TOTAL	CITY	MESA	MIRAMAR
3.4%	2.6%	5.0%	0%

Less than 5% of the respondents identified parking as a problem. Analysis by college shows that almost 70% of those who specified that parking was a problem were from Mesa College. As would be expected, parking was not a problem at Miramar College where there is ample parking and the students do not purchase a parking permit.

Financial problems:

TOTAL	CITY	MESA	MIRAMAR
26.2%	33.7%	23.7%	11.3%

With the exception of the "other" category, financial problems received the largest response to the question of why the students applied and did not enroll. More than one-fourth of the questionnaires stated that financial problems were among the reasons that prevented enrollment.

Analysis by campus shows that a substantially larger proportion of students at City college (34%) were affected by financial problems compared to Mesa (24%) and Miramar (11%). Further analysis by ethnic group also suggests some apparent differences. For example, 46% of the Blacks and 39% of the Asians specified that they had financial problems compared to 27% of the Hispanics and 22% of the Caucasians.

Comments involving finances varied. Financial concerns most often cited included: difficulties obtaining financial aid, non-resident tuition, child care, transportation, and textbooks. In addition, loss of work opportunities influenced the decision not to enroll for several students. Comments included:

"Didn't realize I'd have to enroll as a non-resident. I couldn't afford tuition."

"Classified as a non-resident; no way, $79 per unit!"

"I couldn't get financial aid."

"Out of money."

"Got a job."

"Conflict with work schedule."

Personal problems:

TOTAL	CITY	MESA	MIRAMAR
11.5%	12.8%	12.3%	4.8%

Nearly 12% of the respondents indicated that they had personal problems which interfered with their plans to enroll in the Community Colleges. Illness and family considerations were the most common personal problems cited by the students. It should be noted that many of the respondents who specified personal problems indicated they were still interested in enrolling in the future.

Transportation problems:

TOTAL	CITY	MESA	MIRAMAR
5.7%	7.1%	5.9%	0%

Not many respondents reported transportation problems, and none of the respondents from Miramar were concerned with this issue. However, further analysis shows that a much higher proportion of Asian respondents stated that transportation difficulties prevented their enrollment. One Asian student commented: "Your school is the only one that offered the class I wanted. It is a long way from where I live."

Child care problems:

TOTAL	CITY	MESA	MIRAMAR
7.1%	7.7%	7.3%	4.8

Only 7% of the students responded that child care was a factor in their decision not to enroll. However, it should be noted that some students specified child care problems elsewhere on the questionnaire indicating that day care may be a bigger problem than what is reflected here.

Although child care was not a predominant problem for the group in general, the data suggest that some groups were disproportionately affected by child care concerns. For example, child care was more of a problem for females (12.0%) than males (1.5%). In

addition, day care was a much greater problem for Blacks (16%) and Filipinos (20%) compared to Caucasians (5%) and Hispanics (10%). Not one Asian student reported difficulty with child care. Further, more than 17% of the applicants who reported that they were not employed also cited child care problems. Comments included:

"The area around school has little or no day care provision to suit student schedules."

"This is a great problem."

"Child care should be offered all day for all children."

Tired of school:

TOTAL	CITY	MESA	MIRAMAR
0.6%	0%	1.4%	0%

Only three respondents indicated that they were tired of school. This clearly suggests that for the most part, the students had applied because they desired to continue their education. Some students indicated that they were merely delaying enrollment. Comments to this effect included:

"I just was not ready yet for college."

"I am interested in attending. I really am. Possibly summer and definitely fall."

"Plan to start next semester."

Class I wanted was not offered (what class?):

TOTAL	CITY	MESA	MIRAMAR
8.4%	3.6%	9.6%	19.4%

Districtwide, only 8% of the applicants found that the class they wanted was not offered. Courses most often cited included a variety of computer courses. Further, as can be expected, 19% of the applicants from Miramar stated that they could not take the class they wanted. See Appendix B for a complete listing of the classes that were requested.

Could not take the class at the time it was offered (what class/time?):

TOTAL	CITY	MESA	MIRAMAR
9.6%	6.6%	10.5%	16.1%

Once again, Miramar respondents experienced more difficulty scheduling their classes. While almost 10% of the respondents could not take the class at the time it was offered, 16% of Miramar students had problems scheduling their choice of classes. Many applicants indicated that the class was closed before they could enroll.

The students were asked to specify the class they were unable to take as well as the time it was offered. A variety of courses and times were specified and are listed in Appendix B.

Could not get the help I needed (please specify):

TOTAL	CITY	MESA	MIRAMAR
6.1%	6.6%	5.5%	6.5%

Overall, only 6% of the respondents reported that they could not get the help that they needed from the college in order to enroll. Although the response rate was similar among colleges, there were some differences reported by certain groups of applicants. For example, 14% of the Black applicants said they could not get assistance. In addition, 15% of the respondents who had reported that they did not feel they had the necessary reading and math skills to enroll in college, and 20% of those who reported that they had not been treated courteously by the Admissions staff indicated that they could not get the help they needed.

Students were asked to please specify the assistance they needed. Comments included both compliments as well as complaints. Difficulties most often encountered included

obtaining counseling assistance and following required residency procedures. A sample of comments follows:

"Admissions was very nice, patient and answered all my questions."

"Financial Aid was very uncooperative."

"I waited in the counseling office an hour and never got to see one, it was very discouraging."

"Counselor didn't know enough about computers to offer any assistance."

"I was pushed off from four different windows to get a residency number. I felt like a super ball, so after two hours I just left."

"I was pushed from one person to another... I didn't meet residency, so Grossmont took me."

Enrolled at another college (please specify):

TOTAL	CITY	MESA	MIRAMAR
11.7%	8.7%	14.6%	11.3%

Almost 12% of the respondents reported that they did not enroll because they enrolled at another college. Students at City college were least likely to enroll at another college (8.7%) and Mesa students were most likely (14.6%). This is consistent with other data that indicates that many students at Mesa college are SDSU students who are waiting for classes at SDSU.

Students were asked to specify the college where they enrolled. The colleges most often named in order of frequency were, San Diego State University, Grossmont Community College, Southwestern Community College, Palomar Community College and the University of California at San Diego. A complete list of responses to this question is included in Appendix B.

Other (please specify):

TOTAL	CITY	MESA	MIRAMAR
40.0%	38.8%	40.3%	43.5%

Forty percent of the respondents specified "other" reasons for not enrolling after filing an application. "Other" reasons were most often in conjunction with responses to other items in Question 1. The most common reason stated in the "other" category involved residency problems. Out of 191 who responded "other", 38% referenced problems meeting residency requirements and difficulties with residency determination. Several students commented that they had previously been accepted as a resident at another community college and were denied residency at one of the San Diego District colleges. Other students indicated that they were wives of active military personnel and suggested that special consideration should be given to their circumstances. It should be noted that residency problems were also cited elsewhere in the questionnaire.

Additional responses that were cited in "other" included changes in job or family schedules, active military duty, or a move since submitting an application. In addition, three students expressed a fear for personal safety while attending City College evening classes. Following is a brief sample of comments received. Refer to Appendix B for a complete list of responses to this item.

"Three trips to the college and unable to enroll. Very frustrating. When application papers were turned in, I was given papers to return for proving residency and appointment time. Returned after that appointment day with papers filled out only to learn I had been registered as a non-resident because they weren't returned earlier."

"I was given a tough time with residency for no reason, so went back to Palomar for a second semester."

"My husband is military. Our daughter was told at Palomar she could be a resident at 19 years. She is registered to vote, pays California state taxes and has her own residence, yet you say she is a non-resident. Seems like discrimination to me!"

"I haven't been out of California in three years but still I am not a resident in your standings. Yet you still send things to my house that say RESIDENT. How ignorant on your part."

"Fear for personal safety at night when crossing a deserted campus and no security guards around."

"I wasn't sure where to go. I am a high school student."

THE REMAINING QUESTIONS WILL BE DISCUSSED INDIVIDUALLY.

Question 2. Do you feel you were treated courteously by the Admissions staff?

	TOTAL	CITY	MESA	MIRAMAR
YES	76.9%	73.5%	78.1%	83.9%
NO	9.4%	9.2%	11.0%	4.8%
NO RESPONSE	13.6%	17.3%	11.0%	11.3%

More than three-fourths of the students agreed they had been treated courteously by the Admissions staff. Only 9% of the respondents did not feel they had been treated courteously and 14% did not respond. Further analysis of the forty-five respondents who did not feel they were treated courteously shows that as a group, these students experienced more problems compared to the other respondents. For example, 30% of those who felt they were not treated courteously were unable to get the help they needed, compared to only 6% of all respondents. The following table further illustrates the difference between problems experienced by those who did not feel they were treated courteously compared to the total group of respondents.

REASON FOR NOT ENROLLING	RESPONDENTS NOT TREATED COURTEOUSLY	TOTAL RESPONDENTS
Enrollment materials were too confusing	8.9%	4.2%
Long lines during enrollment	20.0%	10.7%
Uncertainty about chances for success	6.7%	3.6%
Parking problems	11.1%	3.4%

Transportation problems	13.3%	5.7%
Could not get help needed	20.0%	6.1%
Lack necessary reading/math skills	13.3%	5.7%

Demographic data from the group of students who felt they were not treated courteously also differed from the total sample. For example, the respondents who did not receive courteous treatment were considerably younger than the total sample. Sixty percent were under the age of twenty-five, compared to 42% of the total group who were younger than twenty-five years of age. Similarly, there were more first-time college students who perceived they were not treated courteously in comparison to the total sample. An analysis of responses by ethnic background revealed that a smaller proportion of Black and Caucasian students believed they were not treated courteously compared to the proportion of their representation in the group of respondents. For example, only four percent of the students who felt they were not treated courteously were Black, yet Black students represented 11% of the total respondents, and 44% of the group treated discourteously were Caucasian compared to 70% of the total sample. Conversely, a larger proportion of Asian students (13%) reported that they were not treated courteously compared to their representation in the sample (4%). Further analysis of other items on the questionnaire suggests that as a group, Asian students disproportionately experienced other problems as well. For example, Asian students had more problems with transportation and finances. This issue should be explored further by college administration.

Question 3. **Do you feel you had the necessary reading and mathematics skills to enroll in college at the time of your application?**

	TOTAL	CITY	MESA	MIRAMAR
YES	83.0%	79.6%	85.4%	85.5%
NO	5.7%	7.1%	5.0%	3.2%
NO RESPONSE	11.3%	13.3%	9.6%	11.3%

Only 6% of the respondents indicated that they did not believe they had the necessary reading and mathematics skills to enroll in college. Nevertheless, as a group, the students who perceived themselves to be under-prepared experienced more problems in comparison to all respondents. For example, more than 40% specified financial problems compared to 36% of the total group of respondents, and 26% reported personal problems compared to 12% of the total sample. Another 25% indicated that they could not keep their enrollment appointment, where only 16% of the total group were not able to keep their appointment. Of greater significance is the fact that almost 75% of these students would have appreciated a call from the college. A comparison of the distribution follows.

PROBLEMS HINDERING ENROLLMENT	SELF-REPORTED READING AND MATH DEFICIENCY (N=27)	TOTAL RESPONDENTS (N=477)
Couldn't keep enrollment appointment	25.9%	15.9%
Couldn't keep orientation/testing appt.	11.1%	6.7%
Low scores on placement test	11.1%	2.5%
Financial problems	40.7%	26.2%
Personal problems	25.9%	11.5%
Could not get help needed	14.8%	6.1%
Not treated courteously	22.2%	9.4%
Would have appreciated a call	74.1%	54.5%

Demographic data from the group of respondents who perceived themselves as under-prepared also revealed several differences. For example, 59% were first-time college students compared to 31% of all respondents. Further, 55% were under the age of 25 compared to 44% of the total group falling in the "under 25" age category, and almost 52% were unemployed where the unemployment rate for all respondents was only 23%. Further, 26% of those with skill deficiencies were Hispanic respondents, in comparison to 9% of all

respondents and 11% were Asian respondents compared to 4% of the total group.

The issue of student preparedness is of primary concern to administration. The data suggest that although the level of student preparedness is beyond the scope of this report, the issue should be evaluated further.

Question 4. After submitting your application, would you have appreciated a call from the college to answer questions or to provide guidance?

	TOTAL	CITY	MESA	MIRAMAR
YES	54.5%	60.7%	56.2%	29.0%
NO	28.3%	19.9%	28.3%	54.8%
NO RESPONSE	17.2%	19.4%	15.5%	16.1%

Overall, the majority of respondents indicated that they would have appreciated a call from the college. The distribution by college shows that a much smaller proportion of students from Miramar would have appreciated a call as almost 55% of the survey respondents from Miramar marked "No." This may be due to the demographic distribution of Miramar students which is considerably older and more part-time than the other colleges. An analysis of the respondents who indicated they would have appreciated a call, revealed that a larger proportion specified financial problems. Thirty-six percent of the respondents who would have appreciated a call reported financial problems compared to 26% of all respondents reporting the same. In addition, a large proportion of those with self-perceived skill deficiencies would have appreciated a call.

Question 5. Why did you apply to (City, Mesa, or Miramar) College?

Students were allowed to respond to more than one item from the list on the following page. Consequently, the total response to this question exceeds 100%.

REASONS FOR APPLYING	TOTAL	CITY	MESA	MIRAMAR
Training for a current job	16.1%	15.3%	12.3%	32.3%
Training for a new job	20.5%	23.0%	18.7%	19.4%
Could not get classes at another school	6.3%	4.1%	7.8%	8.1%
To obtain an Associate Degree	18.9%	24.0%	16.4%	11.3%
To transfer to a 4-year college	17.2%	11.7%	24.7%	8.1%
Personal enrichment	44.7%	51.0%	41.1%	37.1%
Other	13.4%	9.2%	16.4%	16.1%

Interestingly, almost half of the respondents indicated that they had applied to the college for enrichment purposes. This is a much larger proportion than the general student population. For example, only 14.7% of the students enrolled Spring 1987 had stated personal enrichment as their educational objective.

As would be expected, twice as many respondents from Miramar (32.3%) indicated they had applied to train for a current job compared to Mesa (12.3%) and City (15.3%) colleges. This may be primarily due to the highly specialized programs at Miramar such as the Inservice Training Program for the Law Enforcement and Fire Science Programs. By contrast, a much smaller proportion of Miramars respondents indicated that they had applied to obtain an Associate Degree.

Respondents who stated that they had applied because they could not get classes at another school (6.3%) were asked to name the school. Almost 50% stated San Diego State University. Responses in the "other" category varied, including the following.

"Because I wanted to better my education."

"Needed course for GE credit."

"To prepare academically for a graduate program."

"I simply want to supplement my SDSU education. Many students are frustrated because they only get half the classes they need or want each semester. Fortunately, I can help myself by taking one or two classes at Mesa College at the same time I am attending SDSU. Even the staff at SDSU encourages this."

Refer to the Appendix B for a complete list of applicant responses.

The following two questions were asked in order to learn more about the educational status and employment status of applicants who did not enroll.

Question 6. Are you a first time college student, returning to college, or transferring from another college?"

	TOTAL	CITY	MESA	MIRAMAR
First time student	31.2%	38.3%	27.4%	22.6%
Returning to college	48.4%	43.9%	49.8%	58.1%
Transfer student	12.6%	8.7%	16.9%	9.7%
No response	7.8%	9.2%	5.9%	9.7%

Almost 50% of the respondents were returning to college, 31% were first time students and almost 13% were transfer students. Another 8% did not respond. This distribution was fairly consistent with all Spring 1987 applicants. Almost 61% were returning, 32% were first time students, and 7% were transfers students.

Further, the distribution by college shows some differences. For example, Miramar College had the largest proportion of returning students (58%) compared to City College (47%) and Mesa College (50%). This is consistent with the age distribution of the colleges as Miramar has an older population than City and Mesa. For example, the average age at Miramar is 33 compared to 29 at Mesa and 31 at City College. In addition, City had a larger proportion of first time students (38%) compared to Mesa (27%) and Miramar (23%). These data are also consistent with the profile of all students who enrolled Spring '87.

Question 7. **At the time of your application, were you employed full-time, part-time, or not employed?**

EMPLOYMENT STATUS	TOTAL	CITY	MESA	MIRAMAR
Full time	56.6%	55.1%	54.8%	67.7%
Part time	16.4%	14.3%	20.1%	9.7%
Not employed	23.1%	25.5%	23.3%	14.5%
No Response	4.0%	5.1%	1.8%	8.1%

Nearly 57% of all respondents reported full-time employment, 23% were not employed and 16% were employed part time. Analysis by campus indicates that Miramar had the highest number of respondents employed full time (68%) and the lowest number of students not employed (14.5%). Unemployment was highest among respondents from City College (26%), closely followed by Mesa with 23% of the students reporting that they were not employed. Further, a higher proportion of students at Mesa (20%) and City (14%) were employed part time compared to Miramar respondents (10%).

DEMOGRAPHIC SUMMARY

The demographic profile on page 23, compares new students who enrolled in classes Spring 1987 (as of 3-17-87), with the survey respondents. An analysis of the two groups reveals some differences. For example, the students who applied and did not enroll had completed slightly less education than all applicants: 15% categorized themselves as high school students compared to 10% of all new students in the high school category; 44% had completed less than 30 units compared to 41% of all new students completing less than 30 units; 17% completed between 30-60 units compared to 23% of the new students who enrolled; and 19% of those who did not enroll had a degree compared to 23% of those that enrolled.

The ethnic distribution also varied. For example, the proportion of black students who did not enroll was much higher (13%) than the representation of black students (6%) in the new student population for Spring '87. Further, a smaller proportion of Caucasian students did not enroll (65%) compared to the proportion of Caucasian students (72%) in the total population of new students.

DEMOGRAPHIC PROFILE

	New Students Not Enrolled (N = 2361)	New Students Enrolled (as of 3/19/87) (N = 8056)
SITE	%	%
City	41.1	41.9
Mesa	45.9	46.2
Miramar	13.0	12.0
AGE		
Under 18	.8	1.2
18	1.3	1.1
19	6.1	7.6
20	7.1	8.2
21	6.8	5.7
22	7.3	5.9
23	6.3	6.2
24	8.2	6.2
25-29	23.2	21.3
30-34	14.3	13.1
Over 34	18.5	23.0
GENDER		
Male	50.8	49.2
Female	48.8	50.5
No response	.3	.2
ETHNICITY		
American Indian	1.3	1.4
Asian	5.4	4.9
Black	13.0	7.2
Caucasian	65.3	71.7
Filipino	2.7	2.7
Hispanic	9.1	9.4
Other	2.4	2.2
No response	.9	.6
EDUCATION COMPLETED		
High School	15.4	9.6
0 - 29.5 Units	43.8	41.0
30 - 59.5 Units	9.0	12.2
60 or More Units	7.8	10.7
Associate Degree	4.4	6.0
Bachelor Degree or More	14.7	17.2
Unknown	5.0	3.3

DISCUSSION

Assessing the nature of applicant attrition is very difficult. Due to limited staff and resources, the district must rely on a self-response mail survey. Although the response rate was low, the sample was fairly representative of the new student population for Spring 1987. Consequently, some generalizations can be made as to the nature of the problem. Addressing the problem is another issue. As is evident in this survey, there are a variety of reasons why students file an application and do not enroll. Many reasons such as dissatisfaction with college personnel, class scheduling, and procedures can be addressed and minimized. Nevertheless, the majority of reasons for students not enrolling after filing an application are external to the institution such as personal problems, financial problems, and employment conflicts. These circumstances are beyond the control of the college.

Determining the extent of applicant attrition is also very critical. Several factors must be carefully considered when attrition rates are calculated. For example, students may file an application up to one year prior to enrollment which makes it very difficult to assess accurate applicant attrition rates. Consequently, if a student applied in January for summer, records would show that the student applied and did not enroll for Spring. Similarly, a student may file an application very early in the semester if planning to enroll in a short term class. Depending upon the point in time that attrition rates for new applicants are calculated, this could skew the results dramatically. An illustration of this problem is the fact that 60% of City College Spring '87 applicants did not enroll by the end of the enrollment appointment period (last Friday prior to the beginning of class). When the data were gathered for this report, four weeks after the start of class, that figure dropped to approximately 30%. One month later the percentage of students who applied and did not enroll at City for Spring had declined even further to 23.5%.

Given these considerations and the findings in this analysis, the following recommendations are suggested.

RECOMMENDATIONS

Careful analysis of the results of the survey indicates several areas that merit further study or action.

1. In order to more accurately analyze the extent of the problem with students who apply and do not enroll, it is recommended that benchmark dates be established to regularly collect and report the data. These dates would be mutually agreed upon by college and district administration for reporting purposes and would allow administration to evaluate trends and make projections.

2. The data clearly suggest that there are problems with residency determination as more than 28% of the survey respondents cited difficulty meeting residency requirements. While it is recognized that residency requirements are established by the state, the implementation of the policy rests with the institution. Three issues repeatedly surfaced: lack of information about residency requirements; inconsistency of residency determinations with other institutions; and concerns resulting from interaction with personnel who interpret residency regulations. To explore the problem further, it is recommended that a study be conducted to track the variables that contribute to the residency determination of each new student.

3. Over one-third of the respondents identified difficulties associated with late enrollment, including missed enrollment appointments, long lines during enrollment and closed classes. Further, respondents expressed frustration over repeated trips to the campus in order to complete the enrollment process particularly if they were only enrolling in one class. It is recommended that the enrollment process be reviewed at length to

evaluate the feasibility of extending enrollment periods, and simplifying the registration process for new students.

4. More than 44% of the respondents specified personal enrichment as their enrollment objective. Research shows that the level of personal commitment to an educational goal may have significant impact on students' decisions to enroll and follow through. It is recommended that the matriculation plans at each college address the student's educational goal as well as address the special needs of certain groups such as those without specific enrollment objectives.

5. More than 60% of the respondents from City and 56% from Mesa indicated that they would have appreciated a follow-up call from the college to answer questions or provide guidance. Further, almost 35% of these students stated that they were first-time college students. It is recommended that a pilot study be conducted targeting a sample of new applicants for telephone follow-up after the application has been filed. The idea of student follow-up is not new. For example, the statewide matriculation plan strongly urges student follow-up and identifies it as one of the components of matriculation. In addition, the District Retention Committee recommended a mentor program which focused on contacting the student several times after application.

6. Proportionally, the Asian students reported experiencing more difficulties in many areas including: financial, personal, obtaining classes, as well as reading and math skill deficiencies. In addition, over 33% of the Asian respondents indicated that they had not been treated courteously by college staff in comparison to 9% of all applicants. It should be noted that more than 61% of the Asian respondents had applied to Mesa College, and 52% of the Asian students were enrolled at Mesa Spring '87. Further, more than 3300 Asian students enrolled Spring '87. It is recommended that the colleges address the need to provide special assistance for Asian students in their matriculation plans.

7. Although child care was not a predominant issue overall, it was a major concern for some and an even greater concern for underrepresented groups. It is recommended that each college conduct a study to evaluate its current child development centers and determine the need for and feasibility of expansion.

8. More than 30% of the respondents identified financial problems of some kind. It is recommended that the colleges provide all new applicants with financial aid information soon after the application is filed. This may enable many more students to attend who otherwise may not believe they can afford to.

Survey of Other Community Colleges

A survey of 45 community colleges in California was conducted to determine the nature and extent of applicant attrition at other institutions. The results indicated that for the most part, other colleges have similar problems. For example, in the Los Angeles Community College District, the applicant attrition rate ranged from 12%-19%. In addition, two other colleges reported rates exceeding 30%. Overall, the average attrition rate for the colleges was 19%, and the range was 10%-37%.

Forty-five colleges were surveyed representing 28 districts. More than 75% of those colleges surveyed had a student population greater than 10,000. The colleges were asked several questions pertaining to applicant attrition including:

1. What is the applicant attrition rate at your college?
2. Do you follow-up on applicants?
3. Do students file an application and enroll at the same time?
4. How long is your application period?

The results show that less than half of the colleges surveyed (44%) track the number of applicants who do not enroll. Further, only one college has attempted to determine the reason for applicant attrition rates: Santa Barbara City College. Santa Barbara concluded that the reasons for applicant attrition were beyond the control of the college such as: work conflicts, child care, and transportation.

Only four colleges (9%) reported that they follow-up on applicants who do not enroll. Three of the colleges send post cards, and one telephones all students who have not enrolled one week prior to the start of the semester. It should be noted however, that the college (Cuyamaca) who follows-up with a telephone call had a total enrollment of only 3,000 students (Fall '86). Another college (Sacramento City) followed-up on students for one semester. Although the program at Sacramento City proved to be valuable in retaining students, it was discontinued due to lack of funds.

In exploring the application/enrollment process, the survey revealed that: 31% of the colleges require the students to make an appointment to enroll after filing an application; 9% allow students to complete an application and enroll at any time during registration; 47% allow students to apply and enroll at the same time during walk-in registration only; and 13% allow students to apply and enroll at the same time only after classes begin.

The application filing period varied among the colleges. More than 30% of the colleges surveyed accept applications year round. The remaining colleges varied with respect to their application period. Refer to the table in Appendix C for the application periods for each college.

Overall, the colleges that were contacted were not particularly concerned about applicant attrition. Some stated that they had exceeded their ADA cap and were not looking for new students. Others mentioned the lack of resources and staff to follow-up on students who apply and do not enroll.

APPENDICES

APPENDIX A

QUESTIONNAIRE

SAN DIEGO COMMUNITY COLLEGE DISTRICT
ADMISSION AND ENROLLMENT QUESTIONNAIRE

Thank you for your recent "Application for Admission" to San Diego (City, Mesa, Miramar) College. Since our records show that you are not enrolled in classes, we would like to know what circumstances prevented you from following through with enrollment plans. Please take a minute to respond to the following questions so that we may improve our services.

1. Why were you unable to enroll for classes this Spring?
(check as many as applicable)

_____ Could not keep my enrollment appointment

_____ Could not keep my orientation/testing appointment

_____ Plan to enroll in a late-starting class

_____ Enrollment materials were too confusing

_____ Long lines during enrollment

_____ Low score on the placement test

_____ Uncertainty about chances for success in college classes

_____ Parking problems

_____ Financial problems

_____ Personal problems

_____ Transportation problems

_____ Child care problems

_____ Tired of school

_____ Class I wanted was not offered (what class?) _____

_____ Could not take the class at the time it was offered
(what class/time) _____

_____ Could not get the help I needed (please specify) _____

_____ Enrolled at another college (please specify) _____

_____ Other (please specify) _____

APPENDIX A

2. Do you feel you were treated courteously by the Admissions staff?
Yes____ No____

3. Do you feel you had the necessary reading and mathematics skills to enroll in college at the time of your application? Yes____ No____

4. After submitting you application, would you have appreciated a call from the college to answer questions or to provide guidance? Yes____ No____

5. Why did you apply to (City, Mesa, Miramar) college?
____ Training for a current job
____ Training for a new job
____ Could not get classes at another school
What school? _____
____ To obtain an Associate Degree
____ To transfer to a 4-year institution
____ Personal enrichment
____ Other (please specify) _____

6. Are you: ____ a first-time college student?
____ returning to college?
____ transferring from another college?

7. At the time of your application, were you employed:
____ Full-time ____ Part-time ____ Not employed

Age:
____ Under 18
____ 18
____ 19
____ 20
____ 21
____ 22
____ 23
____ 24
____ 25-29
____ 30-34
____ Over 34

Gender: ____ Male ____ Female

Ethnicity:
____ American Indian
____ Asian
____ Black
____ Caucasian
____ Filipino
____ Hispanic
____ Other

Highest level of education completed:
____ High School
____ Some College
____ One Year College
____ Two Years College
____ Associate Degree
____ Bachelors Degree or Higher

Fold the questionnaire so that the return address is on the outside. Seal and return no later than March 11, 1987. No postage is necessary. Thank you for your participation in this survey. We encourage your enrollment in the future.

APPENDIX A

APPENDIX B

COMMENTS BY RESPONDENTS TO SURVEY QUESTIONS

NOTE: Comments are stated one time only and are coded according to campus:

(1) City College, (2) Mesa College, (3) Miramar College

Question 1: Why were you unable to enroll for classes this Spring?

Felt the appointment was a great inconvenience and unneeded. Too many trips for enrollment. (2)

The enrollment office said I could come any time after my appointment since I work. I came at 7pm to find an incredible line. I just wanted to take a one unit piano class so I decided to petition the class only to find it was all full - no additions. Strike 3! I gave up. (2)

Appointment was sent on the 13th, received on the 14th. My appointment was the 12th. You goofed! (1)

Job took me out of town. (1,2,3)

Didn't know if there was a way around my inability to be there as scheduled. (3)

Received appointment paperwork one day after scheduled appointment. (1)

Your computer was down when I got there. (3)

Late in applying, it was my own fault. (1,2)

Missed my appointment four or five days before classes were to start and was told it was too late to enroll in nursing program. (1)

Forgot, but would have appreciated a notice or call. (2)

Card arrived the Saturday before classes, appointment was for previous Thursday. (1)

Several students in my child development class received negative treatment by residency person. I am a non-resident, but don't believe that was reason for difficulty. (1)

Didn't have an appointment. Filled out grant papers and turned into a teacher or counselor I think. (1)

I called to set up an appointment, but Admissions told me there weren't any Saturday appointments available. Since I work I was told to try a Saturday, but Counseling might not let me in since I didn't have written permission. She was vague about how to settle my problem. Why did I receive a letter telling me to call if I needed to come in? (1)

Application for Spring was barely received in time. I don't see why I had to go to the main campus. You required too many forms to fill out - too confusing for one course. (1)

Too many forms. Some are unnecessary. I refuse to jump through your hoops. (1)

Took too much time to complete for a $15 class (1)

(1) City, (2) Mesa, (3) Miramar

Enrollment is difficult for those of us just wanting to take classes to enhance our personal knowledge. I wanted an evening class and found enrollment couldn't be done by mail. (1)

I tried 5 times!!! (2)

In bitter cold evening weather!!! (2)

Outrageously long! (1)

Pathetic! (1)

The night before classes started it was four miles long. (1)

Had to take a day off work to enroll because I was told I couldn't mail my fee payment. (1)

Had no time to stand in line for enrollment. Tried to do so by mail and was denied. (3)

Misunderstanding over being in the wrong line and not being told. (1)

The scorer was not very nice. (1)

I took the math and english test requested by your school, and after scoring low, was told I had to take English I. I do admit that spelling is not my strong suit, but it doesn't mean that I can't excel in Black and White Photography. This is the first time in ten years that I have wanted to go to school for anything! I only want to earn a better living, not to earn a degree. I have heard many wonderful things about your retouching class, but I don't want to go to an English class. I work 40 hours a week and since you won't take appointments for the counselors this is one way I could voice my opinion. Thank you for reading this. (3)

Liked the way the teacher conducted the placement tests. (1)

Anxiety over not being to college before, but plan to try again. (1)

Registered the last day, but didn't get teacher OK because long lines of cars and fear of parking ticket the first night of class. (2)

Didn't realize I'd have to enroll as a non-resident. I couldn't afford tuition. (1,2,3)

I really do wish to go to college, but my parents are out of state and unable to help me. I am currently unemployed. (2)

I couldn't get financial aid. (2)

Classified as a non-resident; no way, $79 per unit! (2)

I got no answer for my student aid application. (2)

I'm interested in attending, I really am. Possibly summer and definitely fall. (1,2)

APPENDIX B

Thank you very much for your attention and concern. I missed my enrollment appointment due to an unexpected "vacation." (2)

Illness (1,2)

Had a baby. (1)

It is difficult to ride a bicycle in rain. (1)

Your school is the only one that offered the class I wanted. It is a long way from where I live. (1)

Child care should be offered all day and for children of all ages. (2)

The area around school has little or no day care provision to suit student schedules. (2)

California residents not accepted. (1,2,3)

Didn't meet residency, so Grossmont took me. (2)

Enrolled at another college because Mesa would not accept my residency. (2)

Not yet eligible as a resident. (1,2,3)

Residency was not established. Now it is, but I have to wait. (1)

I was given a tough time with residency for no reason, so went back to Palomar for a second semester. (2)

I haven't been out of CA in three years but still I am not a resident in your standings. Yet you still send things to my house that say RESIDENT. How ignorant on your part. (3)

I didn't work in 1985 or 1986 so I couldn't prove my residency. (2)

Wanted to know if I was out-of-state resident. (1,2)

Was asked to provide residency information but did not have time to obtain due to work schedule. (2)

My husband is military. Our daughter was told at Palomar she could be a resident at 19 years. She is registered to vote, pays CA state taxes and has her own residence, yet you say she is a non-resident. Seems like discrimination to me! (2)

Husband is active duty military and claims Florida as residence for some tax purposes. However, I work in CA and we are property owners and could have met enough regulations to satisfy, but the run around got me discouraged and impatient. Wives of active duty personnel need a break. (2)

Could not get tax returns from previous year so could not qualify as a CA resident. (2)

Received notice after application materials were processed that further residency proof would be needed. This was two days before class was to start so did not want to attempt to enroll late. (1)

Resident in a work furlough program. Won't be able to enroll until eligible for an 11 hour pass. (1)

Job schedule (1,2,3)

Ship was deployed in Mediterranean. (1,2,3)

I am only interested in computer classes for enrichment since I have a Masters Degree and did not want to have to go through the entrance testing requirement again. (1)

Classes were closed. (1,2,3)

Residency would not accept my CA drivers license, my CA voters registration, my ten years of CA state income tax records and the fact that I graduated from SDSU as a resident because my husband is a non-resident military. (1)

I wasn't sure where to go - I am a high school student. (1)

I received registration after classes started. The day after I received a "too late to crash" letter. (1)

Didn't like the instructor and class format (Adv. Spanish). (1)

I wanted to take a class as a pass/fail and it wasn't permissible. (1)

I enrolled three times, they had lost my papers but told me I was in the computer. (1)

Not enough advance notification. (1)

Moved (1,2,3)

School now attending, Pt. Loma Nazarene, preferred I not. (2)

My course load at UCSD. (2)

Fear for personal safety at night when crossing a deserted campus and no security guards around. (1)

Enrolled by mail but it wasn't received. (3)

I got a new job. (1,2)

Wanted to transfer credit to UCSD and only summer classes will transfer. (2)

The German Conversation class was too elementary. (1)

APPENDIX B

Was uncertain of vocational choice. (2)

Could not get transcript transferred in time. (2)

Won't graduate from high school until June. (2)

I just was not ready yet for college. (3)

Went to first lecture; teacher very poor at verbal communication. (2)

Would like to go to college at a later date. (1)

Wasn't ready mentally. (1)

Don't want to take the math prerequisite test. (1)

I wanted to take a class for my employment. I don't understand the need for placement testing. (1)

Decided to enroll too late after class started. (1,2)

Was not informed that I was accepted; or when classes started. (1)

I still want to attend Mesa College, maybe this summer or fall. (2)

Personal and family schedules. (1,2,3)

Didn't have prerequisite for course I wanted. (1)

"Class I wanted was not offered" (what class?)

Linear A1 (1)

Accounting I, Sat. 8am-11am (1)

Cobol Programming 370 JCL (3)

Aviation Technology (1)

Lotus 123 (3)

Public Speaking (1)

Teacher Math II (2)

Real Estate Appraisal (3)

Robotics (2)

Specific Architecture (2)

Auto Mechanics (2)

Metallurgy (1)

Lotus for Business Applications (3)

Accounting software (3)

Advanced Word Star, Word Perfect (3)

Child care for handicapped children (2)

Sculpture on Sat. (2)

Sculpture class, evening (2)

APPENDIX B

Electronics (2,3)

Zoology, evening (2)

Property Management (3)

Nursing (3)

TV Production classes (3)

1987 Tax Law changes (2)

Real Estate Principles (2)

Graphic Art and Cartooning (3)

Water Polo (2)

Radio Communications (license renewal) (2)

Color Photography (2)

Art History II on Sat. (2)

Sign Language II (2)

Cost Accounting (3)

Building Inspection (1)

Real Estate Appraisal (1)

ESL (2)

Screenwriting (2)

Building Construction Technology (1,2)

FCC License Preparation was scheduled and then deleted without explanation. (3)

"Could not take the class at the time it was offered" (what class/time?)

Lotus 123, 6-9pm was closed. Instructor refused to take adds. (3)

Spanish I classes filled. (1,2)

Volleyball classes full. (2)

Basketball (2)

IBM PC class closed. (1)

Computer courses in Assembly Language was closed. (2)

Personal Computers full after waiting three weeks. (1)

Computer class was filled, went through process, then was told. (3)

Speech (2)

English and Math (1)

Psychology (2)

Calculus class was full, too many crashers. (2)

APPENDIX B

Data Entry, Data Processing (1)

Sign Language II. They never found another teacher. There are many of us wanting to go further with the SL classes. (2)

Architecture (2)

Swimming (2)

Accounting (2)

Architectural Drafting (2)

Tennis (2,3)

Not many Saturday classes to chose from. (2)

Morning classes for my subjects were closed. (1)

All the night classes were full. (1)

Intermediate Algebra at NTC Base, Pt. Loma.

Jazz I, Sat. 10-12. I want to pursue dance and dance history. If a person only wants one class and it is full, it is nearly impossible to add. Since I am not continuing, I had a low priority date and since I didn't have a class to enroll in, I didn't have a print out. What are the chances of "one class at a time" education with these rules? (2)

Need late afternoon and evening classes in Macros and Lotus. (3)

Business Law prerequisite needed. (3)

Aviation maintenance program required too many hours per week for working person. (3)

Telecommunication 120 MW 10-11, 3:30-5 (1)

Commercial Art II 8-12am (1)

Piano was full. (1)

Marine Biology, nights needed. (2)

Legal Office Procedures was filled, and not enough texts. (1)

Escrow I class too full. (2)

"Could not get the help I needed" (please specify)

Reliable child care too costly. (1,2,3)

I was brushed from one person to another with limited answers. (2)

Admissions was very polite, very helpful. I am a non-resident. (2)

Admissions was very nice, patient and answered all my questions. (1)

I held my hand up for a very long time, but (placement) scorer ignored me. (1)

Women in residency department gave me the run around until it was too late to enroll. (2)

Wanted to cross-enroll to get nine units. (3)

No counselor would help me. (3)

I need to talk to a VA representative about payment and requirements. (1,3)

I had an accident and wanted to enroll one week late, but couldn't get any help. (1)

They say you can come in any time, but I waited in the counseling office for an hour and never got to see anyone. It was very discouraging. (1)

Studying for placement tests. (1)

I decided to wait to enroll this summer and the counseling office told me to go to the Admissions office so instructors could be notified. I went to A-113 and waited while some of the women working the computers were laughing and talking. When I told them what the counseling office said, I was very much rebuked and I despise this. I don't like being treated like I don't know anything. (1)

I would like to talk with a counselor about a specific program before enrolling. (1,2)

Financial aid was very uncooperative. (2)

Three trips to the college and unable to enroll. Very frustrating. When application papers were turned in, I was given papers to return for proving residency and appointment time. Returned after that appointment day with papers filled out only to learn I had been registered as a non-resident because they weren't returned earlier. I was not told this when getting papers, and work schedules prevented me from returning tax forms, etc. until end of week when classes were closed. (2)

I was pushed off from four different windows to get a residency number. I felt like a super ball, so after two hours I just left. (2)

Counselor didn't know enough about computers to offer any assistance. (3)

Should have been told the residency requirements. (3)

I received outstanding response to my requests from Mesa College. Thank you. (2)

APPENDIX B

"Enrolled at another college" (please specify)

SDSU (1,2)

Grossmont (1,2,3)

Southwestern (1,2)

Palomar (2)

UCSD (2,3)

Cuyamaca (2)

Continuing Education (2,3)

National University (2)

Platt College (2)

Century School (1)

Skills Center, Park Blvd. (1)

Midway (1)

Cal State Fullerton (3)

Chapman College (2)

Pt. Loma Nazarene College (1)

Miramar (1)

Mira Costa (2)

School of Cosmetology (2)

Navajo Adult Center, I told admission staff I thought it was totally free, but I was wrong so I went to a free center. (3)

APPENDIX B

Question 5: Why did you apply to Mesa College?

"Could not get classes at another school"

SDSU (1,2,3)

Grossmont (1,2)

UCSD (1,3)

High School (2)

Cuyamaca (1)

Miramar (2)

Southwestern (1)

"Other?" (please specify)

Optional upgrading of skills. (2)

Needed classes through you for UCSD. (2)

State Humane Academy training (3)

Best supervisory class at Miramar. (3)

Southwestern didn't offer what I wanted to take. (2)

Because I wanted to better my education. (2)

Needed child care and it is more available at Miramar. (3)

To fulfill undergraduate deficiencies before graduate school. (2)

Needed course for GE credit. (2)

Medical Records Technology Program (2)

To obtain a certificate. (2)

In case enrollment is full at San Diego State. (3)

School is close to home/work. (1,2,3)

Located in the heart of the city, accessible for transportation. (1)

For security guard card. (3)

Was not sure whether SDSU would accept me. (2)

Needed the units for UCSD. (2)

Want Business classes to supplement program at SDSU. (2)

Dance (2)

Needed to make up some lost units. (2)

I simply want to supplement my SDSU education. Many students are frustrated because they only get half the classes they need or want each semester. Fortunately, I can help myself by taking one or two classes at Mesa college at the same time I am attending SDSU. Even the staff at SDSU encourages this. (2)

Skills Center for English grammar.

Good culinary arts program/food service. (2)

Certificate of Business (1)

Class offered at work site was mandatory. (3)

To prepare academically for a graduate program. (2)

To be able to do things better for my daughter. (2)

APPENDIX B

APPENDIX C

MATRIX OF COLLEGES SURVEYED

District/College	Enrollment	Applicant Attrition Rate	Applicant Follow-up	Approximate Application Period		Can Student Apply & Enroll In One Visit?
				Fall	Spring	
Kern						
Porterville	3,000	n/a	no	during enrollment		yes
Bakersfield	10,000	n/a	no	during enrollment		yes
Cerro Coso	3,600	n/a	no	during enrollment		yes
Los Angeles						
L.A. City	13,700	15.0%	no	May	Dec.	2 step
East L.A.	11,700	12.0%	no	May	Dec.	2 step
L.A. Harbor	7,760	13.3%	no	May	Dec.	2 step
L.A. Mission	3,400	12.7%	no	May	Dec.	2 step
L.A. Pierce	17,400	16.4%	no	May	Dec.	2 step
L.A. South	3,060	18.9%	no	May	Dec.	2 step
L.A. Trade	12,000	17.9%	no	May	Dec.	2 step
L.A. Valley	16,300	16.2%	no	May	Dec.	2 step
West L.A.	6,400	15.7%	no	May	Dec.	2 step
Los Rios						
American River	17,500	n/a	no	all year	all year	yes *
Sacramento	13,000	15%	for one sem.	all year	all year	yes *
North Orange						
Cypress	13,000	n/a	no	March	Oct.	2 step
Fullerton	16,500	20%	no	March	Oct.	yes **
Palomar	15,500	36%	no	April	Oct.	yes *
Rancho Santiago	20,500	n/a	no	April	Nov.	yes *
Riverside	14,000	n/a	no	April	Nov.	yes *

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District/College	Enrollment	Applicant Attrition Rate	Applicant Follow-up	Approximate Application Period		Can Student Apply & Enroll In one Visit?
				Fall	Spring	
Allan Hancock	11,600	n/a	no	all year	all year	yes *
Cabrillo	10,000	12%	no	late May	late Nov.	yes *
Cerritos	18,000	20%	yes	all year	all year	yes *
Chaffey	10,900	n/a	no	all year	all year	yes **
Contra Costa						
Los Medanos	6,000	10-12%	no	May	Dec.	yes *
Diablo	17,000	20-25%	yes	May	Dec.	yes *
Coastline						
Coastline	13,700	n/a	no	During enrollment		yes
Orange Coast	23,000	n/a	no	late Jan.	late July	yes *
Foothill - DeAnza						
Foothill	29,000	n/a	no	4-6 wks. before qtr. starts	4-6 wks. before qtr. starts	yes *
DeAnza	16,000	n/a	no			yes *
Glendale	17,000	n/a	no	all year	all year	2 step
Grossmont						
Grossmont	14,000	37%	no	all year	all year	2 step
Cuyamaca	3,000	29%	yes	all year	all year	2 step

APPENDIX C

District/College	Enrollment	Applicant Attrition Rate	Applicant Follow-up	Approximate Application Period		Can Student Apply & Enroll In One Visit?
				Fall	Spring	
Saddleback	15,000	n/a	no	May	Nov.	yes *
San Bernardino						
Crafton Hills	3,262	n/a	no	all year	all year	yes **
San Bernardino	10,000	n/a	no	all year	all year	yes *
San Francisco City	24,000	13-18%	yes	all year	all year	yes *
San Joaquin	14,700	n/a	no	all year	all year	2 step
San Jose City	9,700	n/a	no	April	Oct.	yes *
San Mateo	14,800	n/a	no	May	Nov.	yes ** ***
Santa Barbara City	10,000	n/a	no	April	Oct.	yes **
Santa Monica	23,000	n/a	no	April	Dec.	yes *
Southwestern	15,000	14%	no	May	Nov.	yes *
State Center						
Fresno	13,000	n/a	no	all year	all year	yes **
Ventura	12,500	n/a	no	all year	all year	yes *
West Valley						
Mission	10,000	n/a	no	all year	all year	yes *

APPENDIX C

* - Student can apply & enroll in one visit during Walk-in registration only (generally lasttwo days of enrollment).
** - Student can apply & enroll in one visit during Late registration only (after classes begin).
*** - Student can apply & enroll at one time during Mail-in registration.

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